

SEMINAR IN

CADET PROGRAM ADMINISTRATION

Scope: Having been introduced to Cadet Program administration issues in lesson M1, this seminar answers students’ questions about the regulatory policies and administrative tasks involved in managing the Cadet Program at squadron level. The majority of this seminar will be spent discussing best practices and sharing success stories in Cadet Program administration. Topics include orientations for prospective cadets, test administration, promotions, awards, and personnel records, including E-Services and orientation flight reporting.

Format: Guided Discussion

Duration: 80 minutes (with a 5-min break at the mid-way point)

Objectives:

1. Describe the top ten regulatory policies that govern how the Cadet Program is administered at the squadron level.
2. Discuss best practices for administering the Cadet Program at the squadron level.

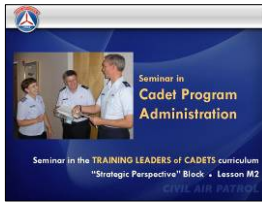
Resources: CAPR 52-16, *Cadet Program Management*, Chapter 2; CAPR 50-4, *Test Administration & Security*, Chapter 1; CAPVA 52-1, *Cadet Program Achievement Specifications & Awards*; CAPF 66, *Cadet Master Record*, CAPF 52, *Phase Certification*; Testing Officer’s Quick Reference; PowerPoint slides.

NOTE TO INSTRUCTORS

Before participating in this seminar, students should have completed the on-line lesson “Guidelines for Administering the Cadet Program” (M1), if they are not already familiar with the Cadet Program’s basic administrative practices. Therefore, the majority of this seminar should be spent answering students’ questions about those regulatory policies and procedures, and most of all, discussing best practices.

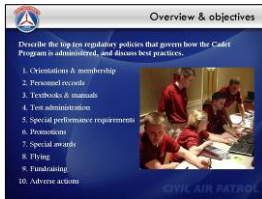
Suggested Procedure

1. For each of the 10 topics, begin by introducing the topic and showing the “important facts” slide.
 2. Ask if anyone has questions about the “important facts” shown on the slide. Use the lesson plan’s narrative as a resource in answering students’ questions. Again, students should already be familiar with the “important facts,” through the M1 lesson.
 3. Start a discussion of best practices, using the discussion question included in the lesson plan.
 4. Using a white board (or something similar), make a running list of the students’ best practices.
 5. Show the “best practices” slide. Briefly discuss any of the best practices listed there that the students did not identify on their own.
 6. Transition to the next topic.
-



STARTING POINT

[Introduce yourself and state the seminar's topic.]



INTRODUCTION

It is the personnel, testing, and administrative officers who are the Cadet Program's unsung heroes. In this seminar, we will review the top ten regulatory policies that govern how the Cadet Program is administered at the squadron level, which are listed on this slide. [Next slide.]



During this seminar, we will combine informal lectures with group discussions. As we work through the ten items on our list, I will briefly review the Cadet Program's administrative policies and procedures, as outlined in the on-line presentation that supplements this seminar. I'll answer any questions you have about those policies, but the majority of our time will be devoted to discussing best practices, so be ready to share your success stories.



MAIN POINT #1: ORIENTATION & MEMBERSHIP

[Guided Discussion]

The first steps a younger person takes in the Cadet Program are orientation and membership. Here are some important facts:

Eligibility: Cadets must be at least 12 to join, except younger cadets can join a School Program unit. Youth can enter the cadet program through age 18, but at 19 and beyond, they can join only as senior members.

Form: Sign up your cadets using the CAPF 15, *Application for Cadet Membership*. This form needs to be signed by the cadet's parents, and the unit commander. Send it directly to National Headquarters, along with a check for their first year's dues [state the annual dues in your wing]. Also included on the CAPF 15 is a voucher for the Free Cadet Uniform program, which we'll discuss in a moment.

Medical: If the cadet indicates they have medical issues on the CAPF 15, their physician will need to sign-off on their application and indicate what restrictions they have, if any. This will affect the cadet's level of participation in the physical fitness program, including the Cadet Physical Fitness Test (CPFT), which we'll discuss in a moment.

Membership Status: Cadets are not officially members of CAP until National Headquarters processes their application and adds the cadet's name to your unit roster in E-Services. Remember, only CAP members can ride in CAP vehicles or fly in CAP aircraft.

[Invite Student Feedback]

Some important facts about orientation and membership are shown on the slide.

Does anyone have any questions? [Use your knowledge about CAP policies and procedures to respond to students' questions.]



[Discussion Question]

What sorts of best practices do you suggest for getting cadets started?

Anticipated Responses: See slide.

MINI-TRANSITION: Before we leave the topic of orientations and membership, you should know that after a cadet joins CAP, he or she is welcomed by two benefits. [Next slide.]

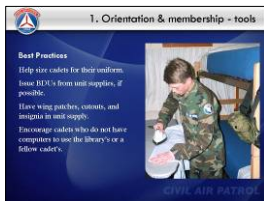


Member Kit: This zip-up binder includes the cadet textbooks; a CD-ROM called *The Next Step*, which is loaded with almost everything found on the CAP website; some wallet cards; and mini-posters showing how to wear the uniform properly. National Headquarters ships the Member Kit to every cadet within 2-weeks of joining.

Free Cadet Uniform: When Air Force funding is available, new cadets can receive an Air Force style blue uniform at no cost to them. Have your cadets apply for a FCU by completing the FCU voucher that is attached to the CAPF 15 membership application. The uniform will arrive at the cadet's home in about 30 days. If you have problems with an FCU – such as receiving the wrong size uniform – the FCU page at cap.gov/cadets will explain how to fix the problem. Keep in mind that the FCU is taxpayer funded, so if the cadet leaves CAP, please be a good steward by making an effort to recoup the uniform and issue it to another cadet.

[Invite Student Feedback]

Some important facts about member kits and the free cadet uniform program are shown on the slide. Does anyone have any questions? [Use your knowledge about CAP policies and procedures to respond to students' questions.]

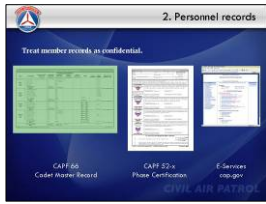


[Discussion Question]

Those are the key facts about the Member Kit and the Free Cadet Uniform program. What best practices can you suggest in implementing those two programs?

Anticipated Responses: See slide.

TRANSITION: Once cadets join CAP, you will want to create a personnel file for them, which brings us to the second item on our list, personnel records.



MAIN POINT #2: PERSONNEL RECORDS

[Guided Discussion]

Keeping track of cadets' progress in CAP is easy. We'll look at the two main forms that are involved, and the online E-Services system. Here are some important facts:

CAPF 66, *Cadet Master Record*. Think of the CAPF 66 as the cadet's permanent record. It stays in the unit's files and records their test scores, moral leadership participation, encampments, promotions, etc. You can record nearly everything a cadet does in CAP using this form (if you have the time to do so), *but what is most important is that you record their test scores and promotion dates so you can track their progress and know when cadets become eligible for promotions.*

CAPF 52 series forms, *Phase Certification*. There are four forms in the CAPF 52 series, one for each phase in the Cadet Program. These forms are temporary records charting a cadet's progress through each phase. When promoting a cadet, the commander and the cadet sign this form. Unlike the CAPF 66, the CAPF 52 does not remain at the squadron; at the end of the phase, the cadet sends the completed form to National Headquarters, where their milestone award is processed.

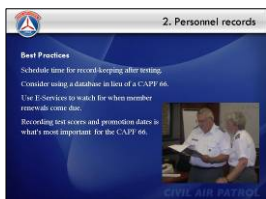
E-Services. CAP has an on-line database called E-Services, which allows you to see all the members listed on your unit roster and access their individual records. E-Services will tell you when their membership comes due, what awards they have earned, their contact information, as well as their emergency services ratings and more.

Other Items for the Personnel File: Each cadet should have a folder that holds their CAPF 66 and CAPF 52-series form. Additionally, you should include a copy of their membership application, because it indicates their parent approves their involvement in CAP. Members' files should also include copies of any other personnel actions, such as CAPF 2a's that grant cadets special awards, or announce a transfer from another unit.

[Invite Student Feedback]

Some important facts about personnel records are shown on the slide. Again, remember that what is most important is that you keep the cadets' test scores and promotion dates current on their CAPF 66. Does anyone have any questions?

[Use your knowledge about CAP policies and procedures to respond to students' questions.]

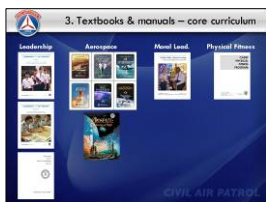


[Discussion Question]

What sorts of best practices do you suggest for managing cadets' records?

Anticipated Responses: See slide.

TRANSITION: Now that you understand how to record cadets' accomplishments, let's move on to consider how to administer the academic portions of the program.



MAIN POINT #3: CADET TEXTBOOKS

[Guided Discussion]

As illustrated by this slide, cadets use textbooks or manuals as they progress through four of the five program elements. (There are no formal texts for the activities element.)

Leadership: Cadets study one chapter of *Leadership for the 21st Century* during each Achievement, except Achievement 8. They read each chapter consecutively (chapter 1 for Achievement 1, etc.). This two-volume text was previously titled *Leadership: 2000 and Beyond*, and except for minor editorial changes, the two versions are nearly identical. For drill and ceremonies, cadets rely on the Air Force's AFMAN 36-2203, *Drill and Ceremonies*. In many of the chapters in the leadership text, cadets will be directed to AFMAN 36-2203, where they will study different drill maneuvers.

Aerospace: Cadets study one module of *Aerospace Dimensions* per achievement during Phases I and II, except Achievements 1 and 8 do not have aerospace requirements. Cadets may study the modules in any order, which allows units to organize group activities and group study. After earning the Mitchell Award, cadets use *Aerospace: The Journey of Flight*, during Phases III and IV.

Moral Leadership: For moral leadership, cadets use CAPP 265-2, *Flight Time: Values for Living* as their manual. This publication includes numerous case studies that the cadets will discuss during moral leadership forums. *Flight Time* is technically not a textbook – it functions more like a leader's guide to conducting moral leadership forums. New cadets should complete the introductory module in *Flight Time* before participating in the case studies with the other cadets in the squadron.

Physical Fitness: Cadets use CAPP 52-18, *Cadet Physical Fitness Program*, as their fitness manual. Like *Flight Time*, CAPP 52-18 is not a textbook but rather a manual and leader's guide. Cadets will want to review it to learn how the Cadet Physical Fitness Test is conducted. The publication is available on *The Next Step CD-ROM*.

Phase III & IV Texts: When cadets first join, National Headquarters mails them all the texts they will need to complete Phases I and II. But once they earn their Mitchell Award, cadets will need to purchase the Volume 2 of the leadership text from CAP-Mart, as well as the *Aerospace: The Journey of Flight* text. A reminder to do so is included on the CAPF 52.

[Invite Student Feedback]

Some important facts about cadet textbooks are shown on the slide. Before we move on to the leader guides that accompany these texts, and discuss best practices, does anyone have any questions? [Use your knowledge about CAP policies and procedures to respond to students' questions.]



MINI-TRANSITION: CAP offers leader guides, student guides, and activity guides to supplement your aerospace program. This slide shows only some of the more popular products, so check the AE website for more resources.

Cadet Texts: A leader guide and student guide is available for the *Aerospace Dimensions* module, and for *Aerospace: The Journey of Flight* there is a student guide. All are available on the AE website and *The Next Step* CD-ROM.

Activity Guides: There are three great activity guides, each containing exciting hands-on projects and step-by-step instructions.

The *Model Rocketry* book guides you through the process of building, launching, and tracking model rockets. Cadets who complete the rocket activities qualify for the Model Rocketry Badge.

The *AEX (Aerospace Excellence)* has activities that relate to aviation and space in general. Units who complete six activities in the *AEX* book qualify for an Aerospace Excellence Award.

The *Supplemental Space Module* augments modules five and six of the *Aerospace Dimensions* text. It includes activities using the Satellite Tool-Kit software, available free to CAP units. The STK activities allow cadets to track satellites and learn about space technologies.

[Invite Student Feedback]

In short, there are tons of aerospace resources available to you, including these three activity guides and three textbook guides, through the AE pages at cap.gov. Before we move on to discuss best practices, does anyone have any questions?

[Use your knowledge about CAP policies and procedures to respond to students' questions.]

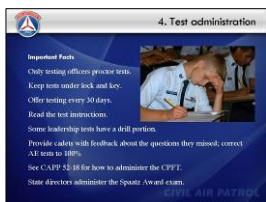


[Discussion Question]

What sorts of best practices do you suggest for leaders and cadets to make the most of the Cadet Program's textbooks and guides?

Anticipated Responses: See slide.

TRANSITION: Now that we know what textbooks cadets use, let's move on to discuss how to administer the tests that accompany those books.



MAIN POINT #4: TEST ADMINISTRATION

[Guided Discussion]

With written tests being the foundation of cadet promotions, it is important that leaders administer them properly. Here are some important facts concerning how cadet achievement tests are administered:

Security. Unit testing officers administer tests. Commanders may appoint a number of alternate test control officers, but the integrity of the testing process is upheld in part by having only a small cadre authorized to proctor and score tests. When tests are not in use, they are to be locked away. Test security is especially important because there is only one version of most tests.

Frequency. Offer cadets opportunities to test at least once per month. As a general rule, once per month should be sufficient.

Test Instructions. Each test booklet – whether it is for leadership, aerospace, or a milestone award exam – comes with instructions on how to administer the tests. The testing officer should read and become familiar with these instructions. The leadership and aerospace tests are multiple-choice.

Drill Tests. Some leadership achievement tests have a performance section where cadets will need to show they know how to drill, or lead a flight in drill. The test instructions will explain how to administer the drill portions. You can have experienced cadets help you by calling commands, etc.

Feedback. Whenever a cadet takes a written test, they should receive feedback about how they did, and what sections they should study again. When cadets pass an aerospace test, they must correct it open-book to 100%, through the help of an AE mentor.

CPFT. Not all tests are multiple-choice. Of course, the Cadet Physical Fitness Test requires cadets to perform certain exercises.

Run Plus 2 out of 3. For most cadets, the rule is simple, “run plus 2 out of 3.” Cadets must pass a mile run or shuttle run, and then two out the three remaining events: curl-ups, a sit-and-reach, and push-ups.

Fitness Categories. Squadron commanders assign their cadets to one of four fitness categories:

Category I: No restrictions.

Category II: Temporarily restricted from one or more event due to an illness, injury, or even obesity.

Category III: Indefinitely restricted from one or more event for medical reasons.

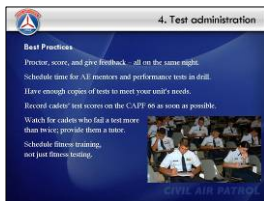
Category IV: Indefinitely restricted from all events due to medical reasons.

For More Information. We will spend more time on the CPFT during our final exercise. Also, you can download videos from the web and The Next Step CD that show how to administer the CPFT.

Spaatz Exam. We hope that you have cadets who achieve the Spaatz Award, the Cadet Program's highest honor. When a cadet is ready for the Spaatz exam, he or she must request permission to take it from their squadron commander and wing commander. The state director administers the test, which includes a comprehensive leadership test, a comprehensive aerospace test, the CPFT, and a moral leadership essay.

[Invite Student Feedback]

Some key facts about test administration are shown on the slide. Again, please remember that unit commanders and testing officers are responsible for administering cadet achievement tests and milestone award exams properly, and upholding the integrity of Cadet Program awards. Before we move on to discuss best practices, does anyone have any questions? [Use your knowledge about CAP policies and procedures to respond to students' questions.]

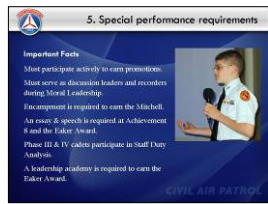


[Discussion Question]

What sorts of best practices do you suggest for administering cadet tests?

Anticipated Responses: See slide. [The "Testing Officer's Quick Reference" lists all cadet tests, their date of publication, and any errata memos associated with that test. It is available at cap.gov/cadets.]

TRANSITION: Written tests and physical fitness tests are not the only requirements cadets must meet to qualify for cadet promotions. Next, we'll review some special requirements that apply to certain achievements and awards.



MAIN POINT #5: SPECIAL PERFORMANCE REQUIREMENTS

[Guided Discussion]

Here are some important facts concerning special performance requirements – encampments, public speaking, essays, and more:

Participation. Cadets must participate actively to earn promotions. Of course, cadets will occasionally miss a meeting or two. School-related absences are considered “excused” absences. Commanders should teach their cadets to be responsible by calling a superior if they have signed-up to attend an activity, but are unable to participate at the last minute. Ultimately, there is a degree of subjectivity in deciding whether a cadet is making an honest effort to participate actively.

Moral Leadership. During Phases II and III, cadets must serve once as a discussion leader and once as a recorder during moral leadership forums. In Phase IV, cadets must serve twice as discussion leaders and recorders.

Encampment. To complete Phase II and earn the Mitchell Award, cadets must complete an encampment. If a cadet is unable to attend your wing’s encampment due to another commitment, encourage them to visit the cap.gov/cadets website to find information about encampments in neighboring wings. Cadets who attend an encampment are highly likely to renew their CAP membership.

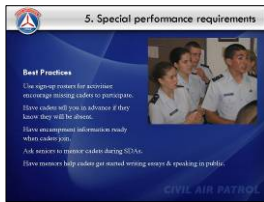
Essays & Speeches. At Achievement 8 and the Eaker Award, cadets must write an essay and deliver a speech to the unit. The topics are leadership-related and are found in CAPR 52-16, along with scorecards.

Staff Duty Analysis. Part of cadet officers’ leadership training involves staff duty analyses. During each achievement in Phases III and IV, they study a squadron-level staff position and write a 2-page report summarizing what they learned. Additionally, once during Phase III and once during Phase IV, they must serve as an apprentice to a senior member staff officer and complete some performance requirements. See CAPP 52-14 for step-by-step instructions on how to administer the SDA program. We will also come back to SDAs during our final exercise.

Eaker Award / Leadership Academy. Before a cadet earns the Eaker Award, they must complete a leadership academy, either Cadet Officer School at Maxwell AFB; a Region Cadet Leadership School; or *The CAP Officer Course*, which is a correspondence course.

[Invite Student Feedback]

Some key facts about the special performance requirements are shown on the slide. Before we move on to discuss best practices in administering essays, speeches, the Staff Duty Analysis program, and other special requirements, does anyone have any questions? [Use your knowledge about CAP policies and procedures to respond to students’ questions.]



[Discussion Question]

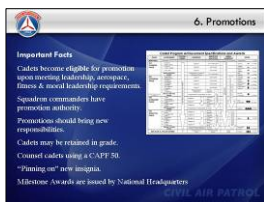
What sorts of best practices do you suggest for administering these special performance requirements?

Anticipated Responses: See slide.

TRANSITION: We've reviewed the tests and special performance requirements cadets must complete to qualify for promotions and advance in the Cadet Program. Next, we'll consider the promotion process as a whole.



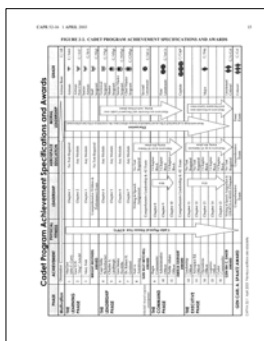
[Next slide.]



MAIN POINT #6: PROMOTIONS

[Guided Discussion]

Cadets look forward to their promotions. Rank is a huge motivator for cadets, so promotions are one of your best tools for shaping their behavior. Here are some important facts concerning how the cadet promotion process works.



Eligibility for Promotions. Leaders need to have a good working knowledge of the eligibility requirements for cadet promotions. Generally, to complete each achievement, there is a leadership test, an aerospace test, a physical fitness test, and a moral leadership requirement, plus the cadet needs to be participating actively in CAP. If you keep cadets' CAPF 66 Master Records up to date, as mentioned earlier, you will know when cadets are eligible for promotions. [Use CAPVA 52-1 to illustrate the promotion requirements.]

Authority to Promote. The squadron commander, or deputy commander for cadets in a composite squadron, has the authority to promote a cadet or retain the cadet in grade by signing their CAPF 52 and CAPF 66. These leaders can take input from other seniors and cadet officers, but ultimately the promotion decision is up to the commander or deputy.

New Responsibilities. Promotions should bring new responsibilities and higher expectations. This is especially true for milestone awards, as cadets transition from followers in Phase I, to leaders of small groups in Phase II, to indirect leaders in Phase III, and executive-level leaders in Phase IV. Is the cadet fulfilling their current responsibilities? Are they ready for the new responsibility that comes with that promotion? These are the types of subjective questions that seniors need to ask themselves when considering whether a cadet is ready for a promotion. (We will discuss cadet staff assignments in depth during the "Managing a Cadet & Senior Team" lesson.)

Retaining in Grade. What if the cadet doesn't follow through with their responsibilities? What if the cadet does not lead by example? Or what if the cadet has a great attitude, but is a little too young and immature for the responsibilities that come with a big promotion? In situations like those, the unit commander may retain the cadet in grade. When doing so, it is important that the cadet receive constructive feedback. Keep it positive, let the cadet know what they need to do to improve, and match them with a mentor. Finally, be sure to schedule a time to re-visit the promotion issue so that the cadet does not feel like they will be retained indefinitely.

Counseling & CAPF 50. When cadets become eligible for promotions, it is a good opportunity to give them feedback about their leadership performance. Counsel cadets at least once per phase, and if you decide to retain them in grade. One good tool for providing feedback is the CAPF 50, *Cadet Progression Evaluation*. (We will discuss counseling and leadership issues during the "Adolescent Development" and "Leading Indirectly" lessons).

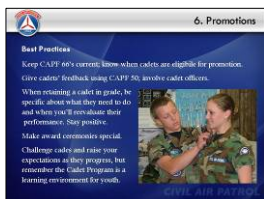
Promotion Boards. Units are free to have a promotion board discuss the cadet's performance, but those boards should be implemented consistently. Since promotion eligible cadets have already passed written tests, boards would do well to focus on evaluating the cadet's duty performance and attitude, not their academics.

Pinning-on New Insignia. Once the unit commander signs the cadet's CAPF 52 and CAPF 66, the promotion takes effect. Make a big deal out of promotions by pinning the new insignia on the cadet during a squadron formation.

Milestone Awards. For milestone awards, the cadet will need to send their completed CAPF 52 to National Headquarters for verification, as instructed on the form. Delay the pinning-on ceremony until the award is shown on E-Services. For all milestone awards except the Wright Brothers Award at Phase I, National Headquarters will mail an award certificate to the unit. For the Wright Brothers Award, the unit prepares the certificate, so order some blank certificates and keep them on hand. Finally, the Mitchell, Earhart, Eaker, and Spaatz Awards should be presented by a dignitary. See CAPR 52-16, chapter 2 for details.

[Invite Student Feedback]

Some key facts about cadet promotions are shown on the slide. Before we move on to discuss best practices in administering the cadet promotion process, does anyone have any questions? [Use your knowledge about CAP policies and procedures to respond to students' questions.]



[Discussion Question]

What sorts of best practices do you suggest for using promotions to shape cadets' behavior, and for administering the promotion system in general?

Anticipated Responses: See slide.

TRANSITION: We've discussed the cadet promotion system, but promotions are not the only awards available to cadets. Next, let's look at what types of special awards and honors cadets can receive in CAP.



MAIN POINT #7: SPECIAL AWARDS

[Guided Discussion]

As leaders, we need to value our cadets' hard work by rewarding them when they go above and beyond. Here are some important facts about the special awards cadets may earn in CAP. For full details, you will want to consult CAPR 39-3, *Award of CAP Medals, Ribbons, & Certificates*. [Briefly explain the policy and procedure for requesting these awards in your wing].

Service & Activity Ribbons. Cadets can earn service and activity ribbons. Here are a few examples:

- **Recruiter:** Cadets who recruit 2 new members, and seniors who recruit 7 new members, are eligible for a recruiter ribbon.
- **Encampment, National Cadet Special Activities & IACE:** Members who complete any of these activities qualify for the respective ribbon.
- **Cadet Advisory Council:** Cadets who serve on the CAC qualify for a ribbon at the completion of their term. During their term, primary representatives are authorized to wear a shoulder cord.
- **Cadet Competition:** Cadets who win the drill team or color guard competition at the wing level or higher, and their senior leaders, are eligible for a ribbon.
- **Search & Rescue and Find:** Members who locate an ELT and are active in Search and Rescue missions can earn ribbons.
- **Community Service:** Cadets who perform 60-hours of community service are also eligible for a ribbon.
- **Red Service:** The Red Service Award recognizes longevity. Members qualify for this award when they complete 2 years of service in CAP.

Cadet of the Year Awards

- **Cadet of the Year:** Every squadron should name a "cadet of the year." To qualify for the national-level award, cadets must be at least 17 and have earned the Earhart Award. [Briefly mention how the COY program and any similar local awards are handled in your wing].
- **VFW & Air Force Association Awards:** Both the VFW and AFA have awards recognizing your squadron's top cadet. A ribbon accompanies the award. Request the award directly from the VFW / AFA.
- **Air Force Sergeants' Association:** The AFSA will recognize your unit's top cadet non-commissioned officer with a ribbon. The AFSA award is a great way to recognize outstanding young cadets. Request the award directly from AFSA.
- **Secondary Benefits:** One secondary benefit of these awards is that in talking with your local VFW, AFA, or AFSA, your unit could develop a long-term partnership with those organizations.

College & Flight Scholarships

- **National-level College Scholarships.** CAP has thousands of dollars available in college scholarships for both cadet officers and seniors who lead cadets. Some scholarships are simple cash awards that can be used at any college. Other

scholarships are provided by the colleges themselves. For example, Texas A&M, Auburn University, Dowling College of Aviation, the Spartan School of Aeronautics, and the Air Force Academy Preparatory School have special programs for CAP cadets. For details, see cap.gov/cadets.

- **National-level Flight Scholarships.** Cadet officers who want to earn their pilot's license should apply for a Daedalian Flight Scholarship or the Spaatz Association's Aerospace Leadership Scholarship. For details, see cap.gov/cadets.
- **Local Scholarships.** [Briefly explain any scholarships offered by your wing.]

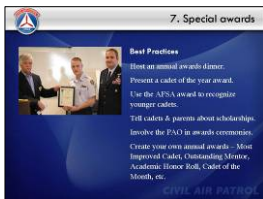
Commanders' Commendations: Members who go above and beyond while serving in a position of significant responsibility are eligible for a Commander's Commendation Award. This award, which is accompanied by a ribbon, must be approved by the wing commander.

The Congressional Award - This award, sponsored by the U.S. Congress, recognizes young people who serve their communities and work hard to develop their individual potential. CAP has a special partnership with the Congressional Award, and cadets are able to apply many of their CAP experiences toward the award's requirements. See CAPP 52-5, *The Congressional Award*, for details.

Presidents' Challenge Awards – Cadets who demonstrate outstanding performance on the Cadet Physical Fitness Test may be eligible to earn a “President's Challenge” award from the Presidential Council on Physical Fitness & Sports. See CAPP 52-18, *Cadet Physical Fitness Program*, for details.

[Invite Student Feedback]

Some key facts about special awards are shown on the slide. Before we move on to discuss best practices in administering the special awards programs, does anyone have any questions? [Use your knowledge about CAP policies and procedures to respond to students' questions.]



[Discussion Question]

What sorts of best practices do you suggest for managing the special awards I just outlined? What sorts of special awards does your squadron offer?

Anticipated Responses: See slide.

TRANSITION: Between promotions and special awards, you have dozens of ways to recognize your cadets. Perhaps one of the best “rewards” in CAP is just to experience the thrill of flying. Next, we’ll review the flying programs available to cadets.



MAIN POINT #8: FLYING

[Guided Discussion]

One of the biggest perks about being a cadet is having opportunities to fly. Here are a few important facts concerning cadet orientation flights:

Flights Are Fun & Educational. Flights are conducted using a syllabus. Each flight has an objective – one flight may focus on navigation, another may showcase flight maneuvers, while yet another flight might emphasize the effects of weather. With each flight relating to one of the *Aerospace Dimensions* modules, what cadets experience aloft helps them better understand what they learn from their textbook.

Tell Parents When Flights Are Scheduled. Parents authorize cadets to fly when they sign the CAPF 15 *Application for Cadet Membership in CAP*, so no additional legal forms are needed for cadets to fly. However, it is always a good policy to ensure parents know when flights are scheduled. [Working with parents is discussed in depth in lesson L4 “Partnering With Parents”.]

Flights Can Be in Powered or Glider Aircraft. CAP-owned or member-owned aircraft may be used to fly cadets. Pilots must meet the criteria listed in CAPR 60-1, *CAP Flight Management*.

Ten Flights Can Be Reimbursed. Federally-appropriated dollars support the orientation flight program. *There is never any cost to the cadet.* Up to 5 glider flights and 5 powered flights can be reimbursed, per cadet. Wing commanders have the option of increasing that number, as their budget allows.

Follow the Reporting & Reimbursement Rules. There are five basic steps in the reporting and reimbursement process: [Briefly explain your wing’s policy on orientation flight reporting & reimbursement.]

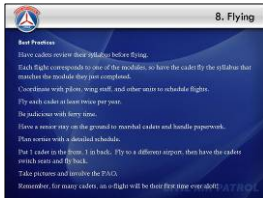
- a. Cadet flies according to the syllabus
- b. Flight data is entered into E-Services
- c. Wing verifies the data
- d. NHQ processes reimbursement request
- e. Wing receives funds

Age Restrictions. Cadets must be under age 18 and in uniform to participate in a Cadet Orientation Flight.

Military Orientation Flights. Both seniors and cadets may participate in orientation flights aboard military aircraft. Typically, these flights are coordinated by your CAP-USAF State Director. Availability may be limited due to the military’s mission requirements. [Briefly explain how military flights work in your wing.]

[Invite Student Feedback]

Some key facts about cadet flying are shown on the slide. Before we move on to discuss best practices in administering the Cadet Orientation Flight program, does anyone have any questions? [Use your knowledge about CAP policies and procedures to respond to students' questions.]



[Discussion Question]

What sorts of best practices do you suggest for flying cadets and running your orientation flight program in an efficient manner?

Anticipated Responses: See slide.

TRANSITION: Flying is a tremendous activity for cadets. It teaches aerospace, promotes a drug-free ethic, and it's a lot of fun. Fortunately, money is available to fly cadets at no cost to the cadet or the pilot. But still, it takes money to run a cadet squadron. Next, we'll briefly discuss how to administer a fund raising project.



MAIN POINT #9: FUND RAISING

[Guided Discussion]

As with most any non-profit, in CAP local projects are funded with local dollars. Each squadron therefore will need to raise funds to support itself. From an administrative standpoint, you should know two important facts:

Leaders Need to Account for All Funds. Be a good steward of the money that members and the public are donating to Civil Air Patrol. This includes keeping accurate records that account for all deposits, showing how donations are spent, and avoiding even the appearance of impropriety.

Review CAPR 173-4 Before Beginning a New Fund Raising Project. In short, this regulation allows car washes, raffles, squadron dues, grants, and other fund raising staples, with approval from wing headquarters. However, the regulations specifies that funds are to be raised as “Civil Air Patrol,” not as the USAF Auxiliary. The regulations also prohibit some types of fund raisers, including airplane rides, “percentage professional fund raisers,” and any project that results in a financial gain for a member.

[Invite Student Feedback]

Some key facts about fund raising are shown on the slide. Before we move on to discuss best practices in administering fund-raising programs, does anyone have any questions? [Use your knowledge about CAP policies and procedures to respond to students’ questions.]



[Discussion Question]

What sorts of best practices do you suggest for raising funds to support Cadet Programs in your squadron?

Anticipated Responses: See slide.

TRANSITION: Fund raisers are the bane of busy squadron commanders. But as your fund raising program grows, so will squadron’s connections to your community, which will help the squadron grow its membership, its programs, and its overall ability to succeed. Next, as our final administrative topic, we’ll consider the final resort in working through difficult personnel issues -- adverse actions.



MAIN POINT #10: ADVERSE ACTIONS

[Guided Discussion]

There is no substitute for good leadership, especially in a volunteer organization like CAP where unhappy members can leave at will. But even good, healthy squadrons may encounter difficult personnel issues. Members who refuse to comply with CAP policies or directions of higher authority are at cross-purposes with the organization they purport to serve. Here are some important facts concerning adverse actions:

Try to Handle Personnel Issues Informally. In most cases, the best first step is to meet with the member, discuss your concerns, and make your expectations clear. Should the misconduct persist, informal counseling, verbal reprimands, written reprimands, and a suspension of their special privileges are some of the tools available to leaders. Additionally, the commander should meet with the cadet's parents to discuss the problem. Of course, it is especially important to help cadets learn from their mistakes, and not to give up on them.

If the problem persists, or if the nature of the offense warrants a firmer response, squadron commanders may suspend, demote, and terminate the member. In those instances, be certain to follow the guidelines of CAPR 35-1, *Assignment & Duty Status*, and CAPR 39-3, *Membership Termination*.

Membership Suspensions. Squadron commanders can suspend members for 60-days, or 180-days with the wing commander's approval. In the best case scenario, a suspension allows for a cooling-off period. If handled with discretion, other members need not know that someone has been suspended.

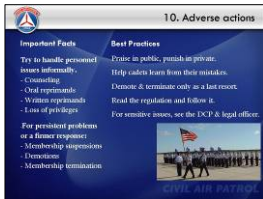
Demotions. The cadet regulation, CAPR 52-16, allows squadron commanders to demote cadets up to 3 achievements. But a demotion is a public form of punishment, and therefore can either push the cadet away from CAP for good, or if they remain, the ill will generated by a demotion can make a bad situation even worse.

Membership Termination. Membership in CAP is a privilege, not a right. Termination is the "death penalty" of CAP. Like any severe punishment, membership termination is subject to appeal, and it must be carried out with due process. Be sure that termination is the right course before proceeding. Read the regulation and follow it to the letter.

[CPPT violations and other serious issues will be discussed in depth during the "Positive Approaches Toward Legal Responsibilities" lesson. Counseling and coaching techniques are discussed in the "Indirect Leadership" lesson.]

[Invite Student Feedback]

Some key facts about adverse actions are shown on the slide. Before we move on to discuss best practices in dealing with difficult personnel issues, does anyone have any questions? [Use your knowledge about CAP policies and procedures to respond to students' questions.]



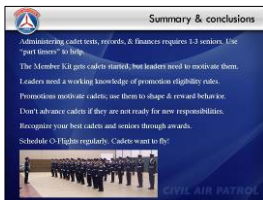
[Discussion Question]

What sorts of best practices do you suggest for handling personnel problems, large and small?

Anticipated Responses: See slide.

TRANSITION: The best leaders are able to persuade people to follow their lead and buy-in to the team's values, making adverse actions like suspensions and terminations unnecessary. Work hard to be that leader.

In this seminar, we shared success stories for running the administrative side of the Cadet Program. Let's sum-up some of the most important points from our discussion.



SUMMARY

Based on our discussions today, you should have dozens of best practices in your notes, which you can use in your home squadron. [Mention some of the best practices. Also, see slide for a summary of conclusions.]



REMOTIVATION & CLOSING

Managing the administrative side of the Cadet Program is not a glamorous job. But it is our volunteer admin, personnel, and testing officers – three jobs that are often shouldered by a single person – who make it possible for cadets to take their tests, earn promotions on time, receive their awards, and go fly. On behalf of the cadets, thank you for your dedication.